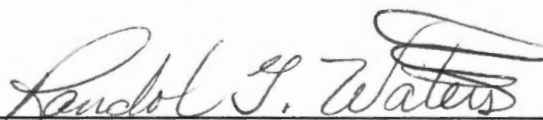
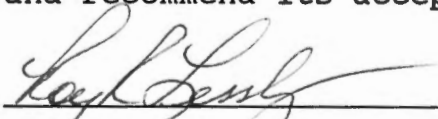
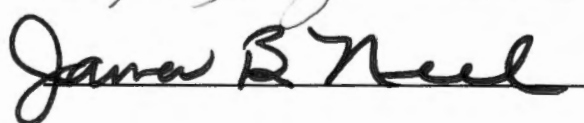


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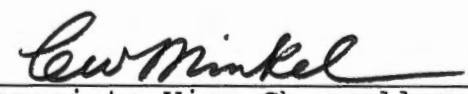
I am submitting herewith a thesis written by Mitchell Clark Beaty entitled "Benfits of Participation in the Wilson County Livestock Projects as Perceived by Selected Former Exhibitors." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agriculture and Extension Education.


Randol G. Waters, Major Professor

We have read this thesis
and recommend its acceptance:

Accepted for the Council:


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BENEFITS OF PARTICIPATION IN THE
WILSON COUNTY LIVESTOCK PROJECTS
AS PERCEIVED BY
SELECTED FORMER EXHIBITORS

A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

Mitchell Clark Beaty

May 1993

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THESIS
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.B328

DEDICATION

This Thesis is dedicated to:

My mother, who inspired me to dream;

My father, who taught me I could overcome any obstacle;

My 4-H agent, who helped me identify my dream;

My Professors, who helped me obtain it;

and

My wife Angie, and daughter Morgan,

who will share it with me.

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Finally special appreciation is expressed to his wife, Angie, for her understanding, patience, and encouragement.

ABSTRACT

The purpose of this study was to determine if the youth of Wilson County have benefitted from their participation in the livestock project areas. The objectives of the study were to: (1) Describe the respondents demographically; Determine if participation in the livestock projects had: (2) Influenced the respondents in the area of education; (3) Helped respondents develop important life skills; (4) Influences the respondents' choices in careers; and (5) determine if there is a relationship between gender and length of participation and the perceived benefits of the respondents to education, development of life skills, and career choices.

A mailed questionnaire was developed to meet the objectives of the study. Since this was a population study, appropriate descriptive statistics were used in reporting findings.

FINDINGS

In the area of education, the respondents indicated the strongest impacts participation had were on knowledge of possible area(s) of study and deciding to

continue their education.

In the area of life skill development, the respondents indicated the life skills most impacted by their participation were responsibility, confidence, working with people, and leadership.

In the area of career choices, the respondents indicated the livestock projects had an effect upon their knowledge of possible careers, but had less of an effect on their career choice.

Both males and females perceived the impact of participation to be about the same regarding knowledge of possible fields of study, and knowledge of possible careers, even though a substantially smaller percentage of female respondents studied or chose careers in agriculture.

Perceived impact of participation increased as years of participation increased in the areas of education and careers.

IMPLICATIONS

The livestock project had a pronounced effect upon the respondents knowledge of possible area(s) of study. The respondents developed life skills, particularly responsibility through their participation in this program.

The program had an effect upon the respondents knowledge of possible career opportunities. A substantially larger percentage of respondents work in agriculture than in the average population, implying that the program does give respondents knowledge of possible careers in agriculture. Female respondents received an equal amount of knowledge from the projects, even though they applied it differently.

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CHAPTER I

INTRODUCTION

I. Need for the Study

The Wilson County 4-H program has a long and successful history with it's livestock projects. The program has produced 12 Tennessee Grand Champion market steers since the late thirties. Four-H members have also actively participated in the sheep, and horse projects. This tradition continues in Wilson County today, as many 4-H members continue to participate in these projects. The unwritten objective of these projects is for young persons to become more responsible adults. However, with the livestock projects there are some important concerns which could effect this objective. These projects are highly visible and usually they are given top billing in local media coverage (at least the top of the 4-H and other agriculturally related coverage). They are more costly than most 4-H projects but also have a higher potential for profit. These projects usually require more support from the parents in order for the 4-H members to participate. The emotional pressure "to win" or "to make money" in the project could be overshadowing the intended outcome of

becoming a more responsible person.

Because of the high number of 4-H members participating in these projects there was a need to further study the result of youth participating in them. There was also a need to determine if participation in these projects actually helped 4-H members become more responsible persons.

II. Purpose of the Study

The purpose of this study was to determine if the youth of Wilson County have benefitted from their participation in the livestock project areas. The results will be used in future program planning regarding these projects. There were five objectives of the study:

- 1) To describe the respondents demographically.
- 2) To determine if participation in the livestock projects influenced the respondents to continue their education or if it helped them to get some idea of a field of study for the future.
- 3) To determine if participation in the livestock projects helped respondents develop certain life skills such as leadership, self-confidence, responsibility and ability to get along with others.
- 4) To determine if participation in the livestock

projects influenced respondents' choices in careers.

5) To determine if there is a relationship between the variables identified in objectives two, three and four and selected demographic variables described in objective one.

CHAPTER II

RATIONALE FOR THE STUDY THROUGH A REVIEW OF THE LITERATURE

I. Introduction

The 4-H educational program offers youth a broad spectrum of ideas, activities and opportunities. The Tennessee 4-H Program Review Committee in 1991 determined the end result of 4-H should be to prepare young people to become capable, responsible, and compassionate adults. This intended outcome should always be considered in planning any 4-H activity, or in evaluating one. One of the most popular projects in 4-H is the livestock project. With the overall excitement of shows, sales, recognition, and the different animals and breeds available, this has been an area of 4-H which has remained prevalent for many years. The livestock projects have been very popular in Wilson County, Tennessee, since the 1930's. The purpose of this study was to determine the benefits the livestock projects have provided for the youth of Wilson County.

The first objective listed in the Tennessee 4-H Market Steer Project Record is "To aid the development of young men and women into responsible American citizens by teaching

responsibility..." (Lane & Neel, p. 2, 1987). A personal observation would indicate 4-H does benefit it's members in some way; but do these benefits actually make 4-H members responsible citizens? If the activity could help the 4-H member to develop certain life skills such as leadership, self-confidence, responsibility and the ability to get along with people, it could be classified as beneficial. Formal education is also a very important aspect of an adult's life. Some activities, because of their nature, encourage participants to continue their education, or to get some idea of a field of study for the future. Finally, an activity could be useful if it affects the participant's career. This review of literature will attempt to determine the ways these three areas, life skills, education, and career, have been affected by participation in youth activities similar to the livestock projects in Wilson county.

II. Development of Life Skills

Much work has been done nationally concerning the development of life skills. Matulis (1985) found in a study of 4-H alumni in Ohio, that 90 percent of the respondents perceived 4-H had a major impact upon their development of

responsibility, getting along with others, learning to follow directions, and learning to work unsupervised. Matulis's findings are supported by a nationwide study conducted by Ladewig and Thomas (1987) which found compared to other youth groups, former 4-H members were more satisfied with the program's contribution to their development of self-worth, responsibility and goal setting. In a Nebraska study, Rockwell (1981) found 68 percent of the respondents perceived 4-H taught them responsibility while 56 percent indicated they had gained self-confidence.

A secondary consequence of the 4-H experience is its members learn to get along with each other. In an impact study conducted in 1979, former 4-H members listed the ability to relate and work with other people as one of the major benefits gained from 4-H (Four-H, 1979).

III. Leadership Development

Leadership can also be important. When discussing FFA, another organization which deals with young people in agriculture, Rosenfeld (1983, p. 3) said "perhaps the most outstanding contribution of vocational agriculture is the leadership training it provides."

One of the biggest controversies regarding 4-H

leadership training however centers around whether 4-H actually "causes" it's members to be better leaders, or simply attracts young people who would normally be good leaders anyway. With this controversy in mind, Meyers(1978) tested a 4-H group against a control group and found: the proportion of high leadership potential youth in the 4-H test group was about the same as in any population of young people. In other words, 4-H does not appeal only to young people with high leadership potential. It has been established that a high percentage of former 4-H members believe 4-H had a positive effect on their leadership ability. But perhaps a stronger measure of this effect would be to determine if former 4-H members were more active as leaders when adults. Rohs (1978) found in a survey of active 4-H volunteer leaders that 60 percent stated they had been 4-H members when they were young. Also, Ladewig and Thomas (1987) found when a group of former 4-H members were compared to adults who were either in other youth organizations or did not participate in any youth groups at all, 4-H alumni tended to be more involved in community activities than those who did not participate in 4-H.

Hopefully, the young person will not develop these skills just for the sake of having them. They should be useful in that person's adult life. One former 4-H member

maintains 4-H gave her the incentive to keep working and improve herself. She was also able, through 4-H, to find the right activity which could help her later on in life (Pierce, 1981). She actually used 4-H experiences to determine her educational direction.

IV. The Impact of 4-H Upon Decisions About Education

When referring to education, the question centers mainly around whether 4-H helps encourage its members to continue their education. Evidently, it has had this effect on 4-H members in Nebraska. Of the total population of high school graduates in the state in 1980, 50 percent had some type of higher education while 15 percent enrolled at the University of Nebraska, when compared to the 4-H members surveyed, 80 percent had some type of higher education while 16.5 percent indicated they entered the University of Nebraska upon graduation (Rockwell, 1981).

V. The Impact of 4-H Upon Decisions About Careers

Very closely related to life skills and education is career opportunity. If a person has succeeded in his or her education, and has developed life skills, it is generally

believed this person has a good chance to compete in the job market. As diverse as our culture is today, many young people have very little knowledge of what careers are actually available. A survey of a group of high school students in Minnesota found that they perceived lack of knowledge of career possibilities was the major barrier to achieving career goals (Walker, 1985). However, an organization like 4-H could aid in solving this dilemma by giving the 4-H members an awareness of career opportunities in agriculturally related fields. This is what happened to the Marchiando brothers of California, who as 4-H members in the 40's were active in poultry project work. The profit from this project paid their way through college and eventually allowed them to enter a career grossing over \$1,000,000 (Boardman, 1968). Matulis (1985) also found over half of the 4-H alumni surveyed in her study perceived 4-H had a positive impact upon their learning that "things they enjoyed doing or things they did well could lead to a career." Additionally mean scores in the study indicated 4-H had a positive impact upon career awareness.

Four-H could also help develop those qualities and skills employers look for in their workers. Shelhamer (1984) surveyed 306 Montana agri-businessmen and found the characteristics they most desired in workers were: honesty,

willingness to fulfill obligations and promises, the ability to communicate effectively, the ability to follow directions, effective use of time, and personality and manners. The employers also desired students who had been involved in school activities.

VI. Summation

Life skills, education, and career are strongly interrelated. The student who develops positive life skills can use them to help obtain an education. The education certainly has an effect on the student's career, and the employer then wants to hire people with strong life skills. The question explored in this study is: "How does the livestock program in Wilson county relate to the findings of this review of literature?" The livestock projects are designed to aid young people in becoming better citizens (Lane, and Neel 1987). By design, these projects give participants the opportunity to gain insight into educational and career awareness. They relate to agriculture and could give participants ideas for interesting careers previously unknown to them. The challenge of further research was to determine if these activities actually influenced members in the manners which have been discussed.

CHAPTER III

METHODS AND PROCEDURES

I. Identification of the Population

The data for this study were collected through a mailed questionnaire to former livestock exhibitors from Wilson County, Tennessee. The researcher attempted to contact all former livestock exhibitors. The data collection method employed was the "snowball sampling method" (Baily, 1982). Each respondent identified, was also asked to provide information about other possible respondents. The population was limited to those individuals which could be located, who had participated in the livestock shows conducted by the University of Tennessee Agricultural Extension Service from 1930 to the present.

After considerable searching, 145 former exhibitors were located. Twenty-five of these exhibitors were selected to participate in a pilot test of the instrument, with 21 of them responding. One question was slightly modified in its wording to improve clarity after the pilot test, however no substantive changes were made in the overall questionnaire. The questionnaire was then mailed to the remaining 124

respondents. After the first mailing was completed, 54 former exhibitors responded to the survey. The second mailing was sent to the remaining 70 people who had not responded initially. Thirty-five people responded to the final mailing for a total response of 110. The final response rate for those identified to participate in the study was 76 percent.

II. Variables

The first objective of the study was to describe the respondents being sampled. Through use of the questionnaire the study determined the percentage of respondents who were either 4-H members, FFA members or members of both organizations. Also the kind of livestock the respondents exhibited was determined as well as the period of time during which they participated in the program. A determination was made of the number of years they actually showed livestock and the number of years they were active in the 4-H or FFA program. In addition the study identified the respondents by gender.

The second objective was to determine if participation in the livestock projects influenced the members to continue their education or get some idea of a field of study for the

future. Respondents were asked to identify the highest level of education they completed and if they perceived their experience in the livestock projects had an effect on their deciding to continue their education. Respondents also identified their major area(s) of emphasis they chose to study in college and indicated if participation in the program had an effect on their decision to study that area. The respondents were also asked if participation in the livestock projects had an effect on their knowledge of possible areas to study.

The third objective of the study was to determine if participation in the livestock projects helped members develop life skills such as leadership, self-confidence, responsibility, and ability to get along with others. The questionnaire assessed the degree of involvement in local civic and other volunteer organizations as a measure of their present practice of leadership. Also, respondents were asked a question to determine to what degree they perceived participation in the livestock projects influenced their development of such life skills as leadership, ability to work with other people, responsibility, communication, time management, record keeping, and confidence.

The fourth objective of the study was to determine if participation in the livestock projects influenced the

members' choices in careers. The questionnaire asked respondents if they were presently employed in an agriculturally related field or if they had ever been employed in an agriculturally related area. The respondents were asked if they perceived their experiences in the livestock project had an effect on their choice of a career or occupation. Further, it was determined if the respondents perceived experiences in the livestock project had an effect on their knowledge of possible career opportunities.

The fifth objective in the study was to determine the relationship between the demographic variables discussed in the first objective and the variables in the second, third, and fourth objectives. For this study the demographic variables of gender, and the length of participation served as independent variables. The first set of dependent variables was the respondents' perceived benefit of the livestock projects' impact upon their education and/or field of study. The second set of dependent variables was the respondents' perceived benefits of the livestock projects' impact upon the development of important life skills. The final set of dependent variables was the respondents' perceived benefits of the livestock projects' impact upon their career choices.

III. Design

The study was an Ex Post Facto descriptive correlational study and did not have a design as such.

IV. Instrumentation

As stated earlier, the instrument was a mailed questionnaire. It was a researcher developed instrument which was mailed to the respondents with a cover letter explaining why the research was being conducted. It also included a self-addressed stamped envelope for the respondents to use for returning the questionnaire. The information was confidential but not anonymous because of the need for follow-up mailings.

The questionnaire consisted of several closed-ended questions which required the respondent to pick the best answer concerning facts about him/her self. These questions dealt with factual information concerning such things as type of employment, highest level of education received, and the decade in which the respondent participated in the program. In support of the factual questions, several opinion questions were asked with the exhibitors responding to a closed-ended Likert-type scale.

The content and face validity of the instrument were studied by a review panel. A pilot study was conducted to see how accurately the questionnaire performed it's purpose. Only minor modifications were made to the questionnaire after these tests.

V. Data Analysis

Data analysis was performed using the Statistical Package for the Social Scientist (SPSS Release 4.1) which is available on the IBM 3081 mainframe computer at the University of Tennessee Computing Center. Appropriate descriptive statistics were used in reporting findings. Since this was a population study it was considered inappropriate to use inferential tests to describe the magnitude of relationships.

CHAPTER IV

PRESENTATION OF DATA AND FINDINGS

The purpose of this chapter is to present the findings as they relate to the objectives of the study. It will be organized into five sections one for each objective.

I. Objective One

The first objective of the study was to describe the respondents demographically. The demographic data are reported in Table I. The questions which pertained to the demographic data are:

1. Were you reared on a farm?
2. What kind of livestock did you exhibit?
3. When did you exhibit?
4. How many years were you a 4-H member?
5. How many years were you an FFA member?
6. How many years did you show livestock?
7. Are you a male or Female?
8. How old are you?

The first question dealing with the demographics of the respondents was about their farm background. The choices

TABLE I. DEMOGRAPHIC CHARACTERISTICS OF LIVESTOCK PROJECT PARTICIPANTS IN WILSON COUNTY, TENNESSEE.

CHARACTERISTICS	NUMBER*	PERCENT
REARED ON FARM		
FARM	102	92.7
NON-FARM	<u>8</u>	<u>7.3</u>
TOTAL	110	100.0
KIND(S) OF LIVESTOCK SHOWN		
REG. BEEF CATTLE	46	41.8
MARKET STEERS	61	55.5
REG. SHEEP	18	16.4
MARKET LAMBS	42	38.2
HORSES	11	10.0
DAIRY CATTLE	16	14.5
REG. SWINE	7	6.4
MARKET HOGS	<u>12</u>	<u>10.9</u>
	**	**
DECADE EXHIBITED		
1930'S	11	10.0
1940'S	20	18.2
1950'S	19	17.3
1960'S	29	26.4
1970'S	37	33.6
1980'S	41	37.3
1990'S	<u>14</u>	<u>12.7</u>
	**	**
YEARS IN 4-H		
NEVER	4	3.7
FEWER THAN 2 YEARS	5	4.6
TWO TO 4 YEARS	18	16.5
FIVE TO 7 YEARS	30	27.5
EIGHT YEARS AND OVER	<u>52</u>	<u>47.7</u>
TOTAL	109	100.0

* In some cases totals will not add up to 110 because respondents chose not to answer a question.

**Totals for kind of livestock, and decade exhibited will be greater than 110 responses and 100.0 percent because respondents could have more than one response.

TABLE I. (Continued)

CHARACTERISTICS	NUMBER	PERCENT
YEARS IN FFA		
NEVER	35	32.4
ONE YEAR	3	2.8
TWO YEARS	9	8.3
THREE YEARS	5	4.6
FOUR YEARS & OVER	<u>56</u>	<u>51.9</u>
TOTAL	108	100.0
YEARS SHOWING LIVESTOCK		
LESS THAN 2 YEARS	16	14.5
TWO TO 4 YEARS	31	28.2
FIVE TO 7 YEARS	25	22.7
EIGHT YEARS AND OVER	<u>38</u>	<u>34.6</u>
TOTAL	110	100.0
GENDER		
FEMALE	28	25.5
MALE	<u>82</u>	<u>74.5</u>
TOTAL	110	100.0

were "reared on a farm" and "not reared on a farm." There were 110 former exhibitors who responded to the study and an analysis of their farm background indicated: 102 (92.7 percent) had been raised on a farm while 8 (7.3 percent) had not been raised on a farm.

The respondents were asked to indicate the kind of livestock they had exhibited. Again, 110 former exhibitors responded to this question with several respondents indicating they had shown more than one kind of livestock. Forty-six (41.8 percent) of the respondents had shown

registered beef cattle, 61 (55.5 percent) had shown market steers, 18 (16.4 percent) had shown registered sheep, 42 (38.2 percent) had shown market lambs, 11 (10.0 percent) had shown horses, 16 (14.5 percent) had shown dairy cattle, 7 (6.4 percent) had shown registered swine, and 12 (10.9 percent) had shown market hogs.

The former exhibitors were asked to indicate the decade in which they participated in the livestock project. The number which responded to this question was again 110 with several participating in more than one decade. The researcher found 11 (10.0 percent) participated in the 1930's, 20 (18.2 percent) participated in the 1940's, 19 (17.3 percent) participated in the 1950's, 29 (26.4 percent) participated in the 1960's, 37 (33.6 percent) participated in the 1970's, 41 (37.3 percent) participated in the 1980's, and 14 (12.7 percent) participated in the 1990's.

The former exhibitors were asked how many years they were involved in the 4-H program. Of the 109 responses to this question: 4 (3.7 percent) had never been 4-H members, 5 (4.6 percent) had been members for less than two years, 18 (16.5 percent) had been members from two to four years, 30 (27.5 percent) had been members from five to eight years, and 52 (47.7 percent) had been members for eight years or more.

The respondents were asked to indicate the number of years they had participated in the FFA program. With 108 responses to this question, the researcher found: 35 (32.4 percent) had never been FFA members, 3 (2.8 percent) had been in the program for one year, 9 (8.3 percent) had been in the program for two years, 5 (4.6 percent) had been in the program for three years, and 56 (51.9 percent) had been FFA members for more than four years.

The former exhibitors were asked how many years they showed livestock. All 110 participants responded to this question indicating: 16 (14.5 percent) showed for less than two years, 31 (28.2 percent) showed from two to four years, 25 (22.7 percent) showed from five to seven years, and 38 (34.5 percent) exhibited for more than eight years.

The respondents were also asked to indicate their gender. All 110 former exhibitors responded to this question with 28 (25.5 percent) being female and 82 (74.5 percent) indicating they were male.

Although not included in Table I, the respondents were asked their age at the time of the survey. The ages of the group ranged from seventeen to eighty years of age. The mean was 39.4 years of age and 55 (50 percent) of the respondents were age 34 and younger.

In summary, the majority of the respondents were male

and had been reared on farms. The predominant kinds of livestock they exhibited were market steers, registered beef cattle, and market lambs. The largest percentage of the respondents exhibited in the 70's and 80's. The researcher found the average respondent had been a member of 4-H for over eight years and a member of FFA for over four years. Over 50 percent had shown livestock for over five years with more respondents exhibiting for over eight years than any other time period. The average exhibitor was just under 40 years of age with the largest age group being in their 30's.

II. Objective Two

The second objective of the study was to determine if participation in the livestock projects in Wilson County influenced the respondents to continue their education or if it helped them to get some idea of a field of study for the future. The respondents were asked three questions which dealt with their perceptions of the livestock projects' effect on education. The results of this analysis are reported in Table II.

The respondents were asked how much effect they perceived the experiences in the livestock projects had on their decision to continue their education. The respondents

TABLE II. PERCEPTIONS OF RESPONDENTS REGARDING THE LIVESTOCK PROJECTS EFFECTS UPON EDUCATION.

VARIABLE	MEAN*	S.D.
EFFECT ON DECIDING TO CONTINUE EDUCATION	3.25	1.31
EFFECT ON CHOICE OF MAIN AREA(S) OF STUDY IN COLLEGE	3.04	1.43
EFFECT ON KNOWLEDGE OF POSSIBLE AREA(S) OF STUDY	3.31	1.31

*The value ranged from no effect (1) to great effect (5) on a Likert-type rating scale.

were given five choices on a Likert-type scale with 1 being no effect and five representing great effect. All 110 former exhibitors responded to the question with a mean score of 3.25 and a standard deviation of 1.31.

Although not reported in a table, the respondents were asked to indicate the highest level of education completed. All 110 respondents answered this question. Three (2.7 percent) stated they had some high school training, 34 (30.9 percent) indicated they were high school graduates, 33 (30.0 percent) indicated they had some college training, 23 (20.9 percent) indicated they were college graduates, 15 (13.6 percent) stated they had some post graduate work in college, and 2 (1.8 percent) indicated they had other

degrees.

The respondents, who attended college, were asked to what degree they perceived their experiences in the livestock projects had an effect on their choice of a main area of study. Again the respondents were given the same choices on the Likert-type scale. A total of 72 respondents answered this question with a mean score of 3.04 and a standard deviation of 1.43.

Those respondents, who attended college, were also asked to what degree they perceived their experiences in the livestock projects had an effect on their knowledge of possible areas of study. Again 72 former exhibitors responded to this question with a mean score of 3.31 and a standard deviation of 1.31.

The respondents who attended college were asked to indicate their main area(s) of study while in college. The respondents were given 20 possible majors to choose from. The results of this analysis are reported in Table III. The majors were grouped for analysis into agriculturally related and non-agriculturally related areas. The total responses were 71 with 31 (43.7 percent) reporting agriculturally related majors and 40 (56.3 percent) reporting non-agriculturally related majors. Of the original 20

TABLE III. RESPONDENTS CHOICES OF MAJOR IN COLLEGE

VARIABLE	NUMBER	PERCENT
AGRICULTURALLY RELATED MAJOR	31	43.7
NON-AGRICULTURALLY RELATED MAJOR	<u>40</u>	<u>56.3</u>
TOTAL	71	100.0

individual majors, agriculture was the most frequently identified (31 respondents or 43.7 percent). Other predominant majors were business (22 respondents or 31.0 percent), education (16 respondents or 22.5 percent), and biological sciences (8 respondents or 11.3 percent).

III. Objective Three

The third objective of the study was to determine if participation in the livestock projects in Wilson County helped respondents develop certain life skills such as leadership, self-confidence, responsibility and ability to get along with others. The respondents were also asked to indicate their degree of involvement in several community organizations, since the review of literature indicated

TABLE IV. PERCEPTIONS OF RESPONDENTS REGARDING THE LIVESTOCK PROJECTS' EFFECTS UPON THE DEVELOPMENT OF LEADERSHIP AND LIFE SKILLS.

VARIABLE	MEAN*	S.D.
INVOLVEMENT IN COMMUNITY ORGANIZATIONS		
CHURCH	3.38	1.29
CIVIC CLUB	1.89	1.40
4-H	2.79	1.53
FFA	2.39	1.55
OTHER YOUTH GROUPS	2.08	1.39
HEALTH RELATED	<u>1.53</u>	<u>1.14</u>
OVERALL**	13.55	4.40
DEVELOPMENT OF LIFE SKILLS		
LEADERSHIP	3.93	.97
TO WORK WITH PEOPLE	4.07	.86
RESPONSIBILITY	4.46	.74
COMMUNICATION	3.73	.94
TIME MANAGEMENT	3.78	1.00
RECORD KEEPING	3.73	1.07
CONFIDENCE	4.09	.93

* The values for each item ranged from not involved (1) to greatly involved (5) for community involvement, and no effect (1) to great effect (5) for development of life skills.

**An overall community involvement score was computed to gauge the overall involvement of the entire group. Raw scores could range from 6 to 30 with a score of 30 indicating the highest amount of community involvement.

persons possessing such leadership/life skills were more likely to be involved in such activities. The respondents were again given five choices on a Likert-type scale with 1 being not involved and 5 being greatly involved. The results of this analysis are reported in Table IV.

The reported degree of involvement in the selected organizations were: Church ($\bar{x}$ = 3.38 and s.d.= 1.29), Civic Club ($\bar{x}$ = 1.89 and s.d.= 1.40), 4-H ($\bar{x}$ = 2.79 and s.d. = 1.53), FFA ($\bar{x}$ = 2.39 and s.d. = 1.55), Other Youth Groups ($\bar{x}$ = 2.08 and s.d. = 1.39), and Health Related Groups ($\bar{x}$ = 1.53 and s.d. = 1.14). The scores for degree of involvement were summed in order to determine the overall degree of involvement for each respondent. Those scores could range from a six which indicated not involved in any one of the groups, to 30 which indicated respondents were greatly involved in all groups. The scores ranged from 6 to 26 with a mean score of 13.55 and a standard deviation of 4.40.

The respondents were asked to indicate to what degree they perceived their experiences in the livestock projects aided them in the development of selected life skills. Again the respondents were given five choices on a Likert-type scale with 1 being no help and 5 being greatly helped. The results of this analysis are also reported in Table IV.

The reported degree of help respondents perceived the

livestock projects to contribute regarding each life skill were: Leadership ($\bar{x} = 3.93$, s.d. = .97), Ability to work with people ($\bar{x} = 4.07$, s.d. = .86), Responsibility ($\bar{x} = 4.46$, s.d. = .74), Ability to Communicate ($\bar{x} = 3.73$, s.d. = .94), Time Management ($\bar{x} = 3.78$, s.d. = 1.00), Record Keeping ($\bar{x} = 3.73$, s.d. = 1.07), and Confidence ($\bar{x} = 4.09$, s.d. = .93).

IV. Objective Four

The fourth objective of the study was to determine if participation in the livestock projects in Wilson County influenced respondents choices in careers. The respondents were asked to indicate their current career or the career from which they had retired. Although not reported in a table format, the responses were categorized into 9 different types of occupations. These categories were: agricultural professional 16 (14.5 percent), agricultural production 18 (16.4 percent), and agricultural non-professional 9 (8.2 percent). Other types of occupations were: student 18 (16.4 percent), non-agricultural professional 24 (21.8 percent), non-agricultural non-professional 18 (16.4 percent), homemaker 4 (3.6 percent), and teacher 3 (2.7 percent). Those careers were then sorted

TABLE V. CAREERS OF RESPONDENTS

VARIABLE	NUMBER	PERCENT
CURRENT CAREER		
AGRICULTURALLY RELATED	43	39.1
NON-AGRICULTURALLY RELATED	<u>67</u>	<u>60.9</u>
TOTAL	110	100.0
WORKED PREVIOUSLY IN AGRICULTURALLY RELATED CAREER		
YES	74	67.3
NO	<u>36</u>	<u>32.7</u>
TOTAL	110	100.0

into agriculturally related and non-agriculturally related careers. As reported in Table V. 43 (39.1 percent) of the respondents were currently engaged in or most recently retired from agricultural careers, and 67 (60.9 percent) were in non-agricultural careers.

The respondents were also asked if they had at any time worked in an agriculturally related field. As reported in Table V. 110 former exhibitors responded to the question with 74 (67.3 percent) indicating they had at one time worked in an agricultural career and 36 (32.7 percent) stated they had not.

The respondents were asked two questions to determine the effect of livestock projects on their career choices. The results of this analysis are reported in Table VI. The

first question asked them to indicate to what degree they perceived the experiences in the livestock projects had an effect on their choice in careers. The respondents were given five choices with 1 being no effect and 5 being great effect. One hundred and nine participants responded and the mean response was 3.07 with a standard deviation of 1.50.

The respondents were also asked to indicate to what degree they perceived the experiences in the livestock projects had an effect on their knowledge of possible career opportunities. All 110 former exhibitors responded to this question resulting in a mean score of 3.57 and a standard deviation of 1.23.

V. Objective Five

The fifth and final objective of the study was to determine the relationship between selected demographic variables identified in the first objective and the variables in the second, third, and fourth objectives. Since this was a population study, appropriate measures of central tendency and dispersion were used to describe the magnitude of the relationships between two variables as opposed to using inferential tests of significance. For this study the demographic variables of gender and length of

TABLE VI. PERCEPTIONS OF RESPONDENTS REGARDING THE LIVESTOCK PROJECTS EFFECTS UPON CAREER DECISIONS.

VARIABLE	MEAN*	S.D.
EFFECT ON CAREER CHOICE	3.07	1.50
EFFECT ON KNOWLEDGE OF POSSIBLE CAREERS	3.57	1.23

*The values for each item ranged from no effect (1) to a great effect (5) on a Likert-type rating scale.

participation in the livestock projects were treated as the independent variables. The first set of dependent variables related to the respondents' perceived impact of the livestock projects' upon their education. The second set of dependent variables was the respondents' perceived impact of the livestock projects' upon the development of important life skills. The final set of dependent variables was the respondents' perceived impact of the livestock projects' upon their career choices.

Gender and Perceived Impact of the Livestock Projects

Gender was the first demographic variable to be analyzed. The relationship between gender and the perceived

impact on education was reported in Table VII. As reported in Table VII, male respondents tended to perceive a greater impact of the livestock projects on the choice to continue their education than did females (male $\bar{x} = 3.37$, s.d. = 1.24 female $\bar{x} = 2.89$, s.d. = 1.48). This relationship was found to be the same (and with similar magnitude) for respondents perceived impact upon their choices in fields of study (male $\bar{x} = 3.23$, s.d. = 1.39 female $\bar{x} = 2.67$, s.d. = 1.46).

However, a similar relationship did not exist regarding respondents perceived impact of participation upon their knowledge of possible fields of study. Both males and females perceived the impact of participation in the livestock projects to be about the same regarding knowledge of possible fields of study (male $\bar{x} = 3.33$, s.d. = 1.28 female $\bar{x} = 3.25$, s.d. = 1.39).

The relationship between gender and the perceived impact of participation in the livestock projects upon life skill development is reported in Table VIII. As reported in Table VIII, there is very little substantive relationship between gender and any of the dependent variables.

Perceived impact scores were relatively high on each of the dependent variables for both males and females, with the exception of the overall community involvement scale.

However, there was less than 0.2 points difference between

TABLE VII. THE RELATIONSHIP BETWEEN GENDER AND THE PERCEIVED EFFECTS OF THE LIVESTOCK PROJECTS ON EDUCATION.

VARIABLE	FEMALE		MALE	
	MEAN*	S.D.	MEAN*	S.D.
PERCEIVED EFFECTS OF THE LIVESTOCK PROJECTS REGARDING:				
DECIDING TO CONTINUE EDUCATION	2.89	1.48	3.37	1.24
CHOICE OF FIELD OF STUDY	2.67	1.46	3.23	1.39
KNOWLEDGE OF POSSIBLE FIELDS OF STUDY	3.25	1.39	3.33	1.28

*The values ranged from no effect (1) to great effect (5) on a Likert-type rating system.

TABLE VIII. THE RELATIONSHIP BETWEEN GENDER AND THE PERCEIVED EFFECTS OF THE LIVESTOCK PROJECTS UPON LIFE SKILLS DEVELOPMENT.

VARIABLE	FEMALE		MALE	
	MEAN	S.D.	MEAN	S.D.
PERCEIVED EFFECTS OF THE LIVESTOCK PROJECTS REGARDING:				
COMMUNITY INVOLVEMENT	13.69*	4.33	13.49	4.46
LEADERSHIP	4.07**	1.12	3.88	.92
ABILITY TO WORK WITH PEOPLE	4.11	1.03	4.06	.81
RESPONSIBILITY	4.43	.92	4.46	.67
COMMUNICATION	3.64	1.06	3.76	.90
TIME MANAGEMENT	3.93	1.09	3.73	.97
RECORD KEEPING	3.57	1.10	3.78	1.07
CONFIDENCE	3.97	1.14	4.14	.85

* An overall community involvement score was computed to gauge the overall involvement of the entire group. Raw scores could range from 6 to 30 with a score of 30 indicating the highest amount of community involvement.

**The values for each item ranged from no effect (1) to a great effect (5) on a Likert-type rating system.

the scores of males and females in all cases.

The relationship between gender and the perceived impact of participation in the livestock projects upon decisions regarding career selection is reported in Table IX. As reported in Table IX, males perceived participation in the livestock projects to have a slightly higher impact upon their choice in careers than did females (male $\bar{x}$ = 3.26, s.d.= 1.46 female $\bar{x}$ = 2.52, and s.d.= 1.50). Further, the relationship was similar with regard to perceived impact of participation in the livestock projects upon knowledge of possible careers. However, the magnitude of this difference was less (male $\bar{x}$ = 3.66, s.d.= 1.27 female $\bar{x}$ = 3.32, s.d.= 1.09).

The relationship between gender and differences in actual careers pursued is reported in Table X. As reported in Table X, males were considerably more likely to be currently involved in, or most recently retired from, agricultural careers than were females (males n=42, percent=51.2 females n=1, percent=3.6). Although with slightly less magnitude, the same relationship existed regarding whether respondents had ever worked in an agriculturally related field (males n=61, percent=74.4 females n=13, percent=46.4). Males were more likely to be involved in agricultural careers throughout their lives.

TABLE IX. THE RELATIONSHIP BETWEEN GENDER AND THE PERCEIVED EFFECTS OF THE LIVESTOCK PROJECTS ON DECISIONS REGARDING CAREERS.

VARIABLE	FEMALE		MALE	
	MEAN*	S.D.	MEAN	S.D.
PERCEIVED EFFECTS OF THE LIVESTOCK PROJECTS REGARDING:				
CAREER CHOICE	2.52	1.50	3.26	1.46
KNOWLEDGE OF POSSIBLE CAREERS	3.32	1.09	3.66	1.27

*The value ranged from no effect (1) to great effect (5) on a Likert-type rating scale.

TABLE X. THE RELATIONSHIP BETWEEN GENDER AND DIFFERENCES IN ACTUAL CAREERS.

VARIABLE	FEMALE		MALE	
	NUMBER	PERCENT	NUMBER	PERCENT
CURRENT CAREER				
AGRICULTURALLY RELATED	1	3.6	42	51.2
NON-AGRICULTURALLY RELATED	<u>27</u>	<u>96.4</u>	<u>40</u>	<u>48.8</u>
TOTAL	28	100.0	82	100.0
EVER WORKED PRIMARILY IN AN AGRICULTURALLY RELATED FIELD				
YES	13	46.4	61	74.4
NO	<u>15</u>	<u>53.6</u>	<u>21</u>	<u>25.6</u>
TOTAL	28	100.0	82	100.0

Length of Participation and Perceived Impact of the
Livestock Projects

The last independent variable studied regarding its relationship to the dependent variables was length of participation in the livestock projects. This variable was a four-level nominally scaled variable identifying respondents who had shown livestock for fewer than two years, two to four years, five to seven years, or eight years or more. The relationship between length of participation and the perceived impact of participation in the livestock projects on education is reported in Table XI. As reported in Table XI, the longer respondents participated in the livestock projects, the greater they perceived the impact to be upon their choice to continue their education ($\bar{x}$ = 2.81, 3.03, 3.44, and 3.49 for each category respectively). This relationship also existed regarding the perceived impact of participation upon respondents choice of a field of study ($\bar{x}$ =1.91, 2.47,3.06, and 3.96 for each category of the independent variable respectively). This relationship also existed regarding length of involvement in the livestock projects and perceived impact upon respondents' knowledge of possible fields of study ($\bar{x}$ = 2.64, 2.89, 3.29, and 3.92 for each category of the

TABLE XI. THE RELATIONSHIP BETWEEN LENGTH OF PARTICIPATION AND PERCEIVED EFFECTS OF THE LIVESTOCK PROJECTS ON EDUCATION.

VARIABLE	MEAN*	S.D.
EFFECTS ON CHOICE TO CONTINUE EDUCATION		
PARTICIPATED FOR:		
FEWER THAN TWO YEARS	2.81	1.38
TWO TO FOUR YEARS	3.03	1.25
FIVE TO SEVEN YEARS	3.44	1.33
EIGHT YEARS AND OVER	3.49	1.30
EFFECTS ON CHOICE OF FIELD OF STUDY		
PARTICIPATED FOR:		
FEWER THAN TWO YEARS	1.91	1.22
TWO TO FOUR YEARS	2.47	1.43
FIVE TO SEVEN YEARS	3.06	1.30
EIGHT YEARS AND OVER	3.96	1.02
EFFECTS ON KNOWLEDGE OF POSSIBLE FIELDS OF STUDY		
PARTICIPATED FOR:		
FEWER THAN TWO YEARS	2.64	1.29
TWO TO FOUR YEARS	2.89	1.33
FIVE TO SEVEN YEARS	3.29	1.40
EIGHT YEARS AND OVER	3.92	1.00

*The values ranged from no effect (1) to great effect (5) on a Likert-type rating scale.

independent variable respectively). In all cases, perceived impact of participation increased as years of involvement increased.

The relationship between length of participation and respondents' perceived impact on life skill development is reported in Table XII. As reported in Table XII, there is very little substantive relationship between length of participation and community involvement.

Although perceived impact scores were relatively high, there were only slight to negligible relationships between length of participation in the livestock projects and the other life skills identified in Table XII.

The relationship between length of participation and respondents' perceived impact of participation in the livestock projects on career choice is reported in Table XIII. As reported in Table XIII, the longer the respondents participated in the livestock projects, the greater they perceived the impact to be upon their career choice ($\bar{x}$ = 2.40, 2.48, 3.12, and 3.79 for each category of the independent variable respectively). Although of less magnitude, the relationship was similar with regard to perceived impact of participation in the livestock projects upon knowledge of possible careers ($\bar{x}$ = 2.94, 3.10, 3.60, and 4.21 for each category respectively).

TABLE XII. THE RELATIONSHIP BETWEEN LENGTH OF PARTICIPATION AND PERCEIVED EFFECTS OF THE LIVESTOCK PROJECTS ON LIFE SKILL DEVELOPMENT.

VARIABLE	MEAN	S.D.
EFFECTS ON COMMUNITY INVOLVEMENT		
PARTICIPATED FOR:		
FEWER THAN TWO YEARS	11.73*	3.83
TWO TO FOUR YEARS	14.52	4.40
FIVE TO SEVEN YEARS	12.52	3.49
EIGHT YEARS AND OVER	14.19	4.95
EFFECTS ON LEADERSHIP		
PARTICIPATED FOR:		
FEWER THAN TWO YEARS	3.63**	1.15
TWO TO FOUR YEARS	3.58	1.15
FIVE TO SEVEN YEARS	4.12	.78
EIGHT YEARS AND OVER	4.21	.74
EFFECTS ON ABILITY TO WORK WITH PEOPLE		
PARTICIPATED FOR:		
FEWER THAN TWO YEARS	3.88	.96
TWO TO FOUR YEARS	3.77	1.00
FIVE TO SEVEN YEARS	4.32	.70
EIGHT YEARS AND OVER	4.24	.75
EFFECTS ON RESPONSIBILITY		
PARTICIPATED FOR:		
FEWER THAN TWO YEARS	4.38	.62
TWO TO FOUR YEARS	4.03	.95
FIVE TO SEVEN YEARS	4.48	.59
EIGHT YEARS AND OVER	4.82	.46

TABLE XII. (Continued)

VARIABLE	MEAN	S.D.
EFFECTS ON ABILITY TO COMMUNICATE		
PARTICIPATED FOR:		
FEWER THAN TWO YEARS	3.81	1.11
TWO TO FOUR YEARS	3.45	.96
FIVE TO SEVEN YEARS	3.84	.90
EIGHT YEARS AND OVER	3.84	.86
EFFECTS ON TIME MANAGEMENT		
PARTICIPATED FOR:		
FEWER THAN TWO YEARS	3.56	.96
TWO TO FOUR YEARS	3.26	1.15
FIVE TO SEVEN YEARS	3.96	.84
EIGHT YEARS AND OVER	4.18	.77
EFFECTS ON RECORD KEEPING		
PARTICIPATED FOR:		
FEWER THAN TWO YEARS	3.56	.89
TWO TO FOUR YEARS	3.16	1.30
FIVE TO SEVEN YEARS	3.88	.88
EIGHT YEARS AND OVER	4.16	.86
EFFECTS ON CONFIDENCE		
PARTICIPATED FOR:		
FEWER THAN TWO YEARS	4.06	.77
TWO TO FOUR YEARS	3.65	1.02
FIVE TO SEVEN YEARS	4.28	.98
EIGHT YEARS AND OVER	4.35	.75

*An overall community involvement score was computed to gauge the overall involvement of the entire group.

**The values for each item ranged from no effect (1) to a great effect (5) on a Likert-type rating system.

TABLE XIII. THE RELATIONSHIP BETWEEN LENGTH OF PARTICIPATION AND PERCEIVED EFFECTS OF THE LIVESTOCK PROJECTS ON DECISIONS REGARDING CAREER CHOICE.

VARIABLE	MEAN	S.D.
EFFECTS ON CAREER CHOICE		
PARTICIPATED FOR:		
FEWER THAN TWO YEARS	2.40	1.35
TWO TO FOUR YEARS	2.48	1.39
FIVE TO SEVEN YEARS	3.12	1.51
EIGHT YEARS AND OVER	3.79	1.34
EFFECTS ON KNOWLEDGE OF POSSIBLE CAREERS		
PARTICIPATED FOR:		
FEWER THAN TWO YEARS	2.94	1.39
TWO TO FOUR YEARS	3.10	1.27
FIVE TO SEVEN YEARS	3.60	1.22
EIGHT YEARS AND OVER	4.21	.78

*The values for each item ranged from no effect (1) to a great effect (5) on a Likert-type rating system.

The relationship between length of participation in the livestock projects and career choices is reported in Table XIV. As reported in Table XIV, the longer respondents participated in the livestock projects, the more likely they were to go into agricultural careers (percent = 25.0, 22.6, 40.0, and 57.9 for each category of the independent variable respectively). Of even greater magnitude was the similar relationship regarding whether respondents had ever worked in an agriculturally related field (percent = 50.0, 58.1, 68.0, and 81.6 for each category respectively) which was reported in Table XV.

TABLE XIV. THE RELATIONSHIP BETWEEN LENGTH OF PARTICIPATION AND CURRENT CAREERS OF RESPONDENTS.

VARIABLE	AGRICULTURALLY RELATED		NON-AGRICULTURALLY RELATED		TOTAL	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
CURRENT CAREER						
PARTICIPATED FOR:						
FEWER THAN TWO YEARS	4	25.0	12	75.0	16	14.5
TWO TO FOUR YEARS	7	22.6	24	77.4	31	28.2
FIVE TO SEVEN YEARS	10	40.0	15	60.0	25	22.7
EIGHT YEARS AND OVER	22	57.9	16	42.1	38	34.5

TABLE XV. THE RELATIONSHIP BETWEEN LENGTH OF PARTICIPATION AND FORMER CAREERS OF RESPONDENTS.

VARIABLE	YES		NO		TOTAL	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
EVER WORKED IN AN AGRICULTURALLY RELATED FIELD						
PARTICIPATED FOR:						
FEWER THAN TWO YEARS	8	50.0	8	50.0	16	14.5
TWO TO FOUR YEARS	18	58.1	13	41.9	31	28.2
FIVE TO SEVEN YEARS	17	68.0	8	32.0	25	22.7
EIGHT YEARS AND OVER	31	81.6	7	18.4	38	34.5

CHAPTER V

SUMMARY OF MAJOR FINDINGS

The purpose of chapter V is to provide a general overview of the need for, purpose, and methodology of the study and to discuss major findings, conclusions, implications, and recommendations.

I. Need for the Study

The Wilson County 4-H program has a long and successful history with it's livestock projects. These projects include activities and shows in the areas of beef, sheep, horse, and swine. The unwritten objective of having members conduct these projects is for young people to become more responsible adults. However, with the livestock projects there are some important variables which are of more concern than with other 4-H projects. They are highly visible and more costly than most 4-H projects but have a higher potential for profit also. Because of the high number of 4-H members participating in these projects there was a need to further study the outcome from participation in them. There was also a need to determine if participation in these

projects actually helped 4-H members become more responsible persons.

II. Purpose and Objectives of the Study

The purpose of this study was to determine if the youth of Wilson County have benefitted from their participation in the livestock projects. The objectives of the study were to: (1) Describe the respondents demographically; (2) Determine if participation in the livestock projects influenced the respondents to continue their education, or aid in knowledge of possible fields of study for the future; (3) Determine if participation helped respondents develop important life skills such as leadership, self-confidence, and responsibility; (4) Determine if participation influenced the respondents' choices in careers; (5) Determine if there is a relationship between the demographic variables of gender and length of participation and the perceived benefits of the respondents to education, development of life skills, and career choices.

III. Review of Literature

The review of literature attempted to determine the

ways in which life skills, education, and career have been affected by participation in youth activities similar to the livestock projects in Wilson county.

Life skills such as leadership, confidence, and responsibility are important outcomes of any 4-H project. Matulis (1985), Ladewig and Thomas (1987), and Rockwell (1981) all reported findings from studies in which respondents perceived 4-H contributed to the development of life skills.

When referring to education the question centers mainly around whether 4-H helps encourage its members to continue their education. According to a Nebraska study 4-H members enroll in higher education at a rate 30 percent higher than classmates not in 4-H (Rockwell, 1981).

Very closely related to life skills and education is career opportunity. Knowledge of possible careers is very important. A survey of a group of high school students in Minnesota found they perceived lack of knowledge of career opportunities was the major barrier to achieving career goals (Walker, 1985). Matulis (1985) found over half of the 4-H alumni surveyed in her study perceived 4-H had much impact upon their learning careers can come from things they enjoyed or could do well.

Life skills, education and career are strongly

interrelated. The student who develops positive life skills can use them to help obtain an education. The education certainly has an effect on the student's career, and then the employer wants to hire a person with strong life skills.

IV. Methodology

Identification of the Population

The population for the study was limited to those individuals who could be located who participated in the livestock shows conducted by the University of Tennessee from 1930 to the present. The researcher attempted to contact all former livestock exhibitors. Each respondent identified, was also asked to provide information about other possible respondents. After considerable searching, 145 former exhibitors were located. Twenty-five of these exhibitors were selected to participate in a pilot test of the instrument, with 21 of them responding. The instrument was modified slightly and then mailed to the remaining 124 respondents. After the first mailing was completed, 54 former exhibitors responded to the survey. The second mailing was sent to the remaining 70 people who had not responded initially. Thirty-five people responded to the

final mailing for a total response of 110. The final response rate for those identified to participate in the study was 76 percent.

Instrumentation

The instrument was a mailed questionnaire. It was a researcher developed instrument which consisted of several closed-ended questions which required the respondents to pick the best answer(s) concerning facts about themselves. Additionally opinion questions were asked with the former exhibitors responding to a close ended Likert-type scale.

The content and face validity of the instrument were studied by a review panel. A pilot study was conducted to see how accurately the questionnaire performed it's purpose. Only minor modifications were made to the questionnaire after these tests.

Data Analysis

Data analysis was performed using the Statistical Package for the Social Scientist (SPSS Release 4.1) which is available on the IBM 3081 mainframe computer at the University of Tennessee Computing Center. Appropriate

descriptive statistics were used in reporting findings.

V. Major Findings

The first objective was to describe the respondents. Results from the study indicated the majority of the respondents were male and had been raised on farms. The most commonly identified kind of livestock respondents exhibited were market steers, registered beef cattle, and market lambs. The largest percentage of the respondents exhibited in the 70's and 80's. The researcher found the average respondent had been a member of 4-H for over eight years and a member of FFA for over four years. Over 50 percent had shown livestock for over five years with more respondents exhibiting for over eight years than any other time period. The average respondent was just under 40 years of age with the largest group being in their 30's.

The second objective was to determine if participation in the livestock projects influenced the respondents to continue their education or if it helped them to gain knowledge about possible areas of study. Over 60 percent of the respondents had some college training and 40 (36.3 percent) were college graduates. The respondents indicated the strongest impacts participation in the livestock

projects had were on knowledge of possible area(s) of study ($\bar{x} = 3.31$) and deciding to continue education ($\bar{x} = 3.25$). They perceived participation had slightly less impact on choice of main area(s) of study in college ($\bar{x} = 3.04$). However they perceived participation in the livestock projects, had "greater than average" impact in all variables related to education.

The third objective was to determine if the livestock projects helped respondents develop important life skills. The respondents as a group were not greatly involved in community organizations. Respondents' reported levels of involvement in their churches was the only identified community involvement criterion which had a mean score which was above average. However, respondents did indicate they perceived the development of life skills was effected by their participation in the livestock projects. These life skills which respondents perceived were impacted most by their participation in the livestock projects were: (1) teaching of responsibility ($\bar{x} = 4.46$); (2) confidence ($\bar{x} = 4.09$); (3) working with other people ($\bar{x} = 4.07$); (4) leadership ($\bar{x} = 3.93$); (5) time management ($\bar{x} = 3.78$); (5) communication ($\bar{x} = 3.73$); and (6) record keeping ($\bar{x} = 3.73$).

The fourth objective was to determine if the livestock

projects influenced respondents choices in careers. Only 39.1 percent of the respondents were currently working in agriculture, but 67.3 percent indicated they had at some point been employed in agriculture. The respondents did feel the livestock projects had an effect on their knowledge of possible careers ($\bar{x} = 3.57$), but had less of an effect on their career choice ($\bar{x} = 3.07$).

The fifth and final objective of the study was to determine the relationship between selected demographic variables identified in the first objective and the variables in the second, third, and fourth objectives. For this study the demographic variables of gender and length of participation in the livestock projects were treated as the independent variables. The first set of dependent variables related to the respondents' perceived impact of the livestock projects' upon their education. The second set of dependent variables was the respondents' perceived impact of the livestock projects' upon the development of important life skills. The final set of dependent variables was the respondents' perceived impact of the livestock projects' upon their career choices.

Gender was the first demographic variable to be analyzed. The data concerning the relationship of gender and the perceived impact on education indicates male

respondents tended to perceive a greater impact of the livestock projects on the choice to continue their education than did females (male $\bar{x} = 3.37$, s.d.= 1.24 female $\bar{x} = 2.89$ s.d. = 1.48). This relationship was found to be the same (and with similar magnitude) for respondents' perceived impact upon their choices in fields of study (male $\bar{x} = 3.23$, s.d. = 1.39 female $\bar{x} = 2.67$, s.d. = 1.46). However, a similar relationship did not exist regarding respondents perceived impact of participation in the livestock projects upon their knowledge of possible fields of study. Both males and females perceived the impact of participation in the livestock projects to be about the same regarding knowledge of possible fields of study.

The relationship between gender and the perceived impact of participation in the livestock projects upon life skill development was analyzed. There was very little substantive relationship between gender and any of the dependent variables. Perceived impact scores were relatively high on each of the dependent variables for both males and females, with the exception of the overall community involvement scale. However there was less than 0.2 points difference between the scores of males and females in all cases.

The data concerning the relationship between gender and

the perceived impact of participation in the livestock projects upon decisions regarding career selection did indicate males perceived a slightly higher impact upon their choice in careers than did females (male $\bar{x}$ = 3.26, s.d.= 1.46 female $\bar{x}$ = 2.52, and s.d.= 1.50). The relationship was similar with regard to perceived impact of participation in the livestock projects upon knowledge of possible careers. However, the magnitude of this difference was less (male $\bar{x}$ = 3.66, s.d.= 1.27 female $\bar{x}$ = 3.32, s.d. = 1.09).

The data concerning the relationship between gender and differences in actual careers pursued indicated males were more likely to be currently involved in, or most recently retired from, agricultural careers than were females (male n = 42, percent = 51.2 females n = 1, percent = 3.6). Although of slightly less magnitude, the same relationship existed regarding whether respondents had ever worked in an agriculturally related field. Males were more likely to be involved in agricultural careers throughout their lives.

The last independent variable studied regarding its relationship to the dependent variables was length of participation in the livestock projects. This variable was a four-level nominally scaled variable identifying respondents who had shown livestock for fewer than two years, two to four years, five to seven years, or eight

years or more. The data concerning the relationship between respondents' perceived impact of participation in the livestock projects upon education and length of participation indicates the longer respondents participated in the livestock projects, the greater they perceived the impact to be upon their choice to continue their education ($\bar{x}$ = 2.81, 3.03, 3.44, and 3.49 for each category respectively). This relationship also existed regarding the perceived impact of participation upon respondents choice of a field of study ($\bar{x}$ = 1.91, 2.47, 3.06, and 3.96 for each category respectively), and regarding length of involvement in the livestock projects and perceived impact upon respondents' knowledge of possible fields of study ($\bar{x}$ = 2.64, 2.89, 3.29, and 3.92 for each category respectively). In all cases, perceived impact of participation increased as years of participation increased.

In analyzing the relationship between respondents' perceived impact of participation in the livestock projects upon life skill development and length of participation, there is very little substantive relationship between length of participation and community involvement.

Although perceived impact scores were relatively high, there was only a slight relationship between length of participation in the livestock projects and the other life

skills identified in objective three.

The relationship between respondents' perceived impact of participation in the livestock projects upon career choice and length of participation was substantive. The longer the respondents participated in the livestock projects, the greater they perceived the impact to be upon their career choice ($\bar{x}$ = 2.40, 2.48, 3.12, and 3.79 for each category). Although of less magnitude, the relationship was similar with regard to perceived impact of participation in the livestock projects upon knowledge of possible careers ($\bar{x}$ = 2.94, 3.10, 3.60, and 4.21 for each category respectively).

The relationship between career choices and length of participation in the livestock projects tended to be stronger as the respondent spent more time in the livestock projects (percent = 25.0, 22.6, 40.0, and 57.9 for each category respectively). Of even greater magnitude was the similar relationship regarding whether respondents had ever worked in an agriculturally related field (percent = 50.0, 58.1, 68.0, and 81.6 for each category respectively).

VI. Implications

The livestock project had a pronounced effect on the

respondents knowledge of possible area(s) of study, it did not have a great effect upon the choice of an area to study however. This program is designed to help young people become responsible adults, not to produce agriculture majors. It is more important to give young people a knowledge of possible areas of study and let them make up their own minds, then to train them to be agriculture majors.

The respondents developed life skills, particularly responsibility (mean of 4.46) through their participation in this program. This is very important because everyone, regardless of his/her place in society, can use these skills.

Although the numbers of respondents who have current careers in agriculture (39.1 percent) was less than one might have predicted, when compared to the national average (3 percent) it reflects a group with a substantially high percentage of workers involved in agriculture (Labor, 1990). The respondents also perceived the program to have had an effect upon their knowledge of possible career choices. This is important because all exhibitors may not be suited for agriculture, but the few who are suited may get the opportunity because of the knowledge they gained from this program. Further, the knowledge they receive may not

necessarily be about an agriculturally related field. This program is associated with leaders, sponsors, and parents from many different backgrounds, the knowledge of possible careers could come from one of those areas and not even concern agriculture.

The relationship of gender to the effects of the livestock projects showed no practical difference between male and female respondents in the area of life skills, and only a slight difference in education. However there was a relatively strong relationship between the respondents gender and having a career in agriculture. The livestock projects themselves may not be to "blame" for what outwardly may appear to be a gender bias. Both males and females perceived the livestock project provided them with information regarding possible career opportunities. However, only males tended to choose careers in agriculture. There could be several reasons for this. In the past, few females have worked in agriculture. A general observation would indicate this situation does appear to be changing as woman are becoming more apt to work in areas which, for many years, were dominated by men. Programs like the livestock projects can facilitate this change by informing female respondents of possible career opportunities in agriculture.

The relationship of length of participation to the

effects of livestock projects showed a positive relationship in the areas of education, life skills, and careers. The livestock projects do seem to effect a positive development in all life skills, but time management, record keeping, and leadership were the three skills most effected by the amount of time spent in the program. It is difficult to be a leader in any program your first year, and as time passes the exhibitor gets older, the number of younger people in the program increases, and there is a greater chance and need for leadership. Although time management, and record keeping were rated lower when compared to the other skills, the rating got higher as the length of participation became longer. This may be an indication of maturity upon the part of the exhibitors who participated for a longer time. At first, they may not have wanted to do this "less than exciting" part of the project, but as the years passed, they learned it was necessary.

VII. Recommendations for Further Study

The respondents did indicate they were not greatly involved in community organizations. This is ironic when most of the respondents perceived they had gained leadership skills through the livestock projects. Further research is

needed to determine if these respondents are actually non-committal on community involvement or if the choices given in the questionnaire were not adequate to cover their true involvement.

Further research would be helpful to determine the interrelationship between education, life skills, and career as it relates to the livestock projects. For example, do respondents feel life skills, developed in the livestock projects, effect their ability to acquire jobs, or receive a quality education.

VIII. Recommendations for Program Improvement

Although life skills were effected by the livestock projects, some basis for program improvement can be drawn from this study, particularly in the areas of promoting record keeping and communications skills. Perhaps requiring some form of project record to be completed in order to show might be beneficial. Likewise, something to promote the development of communication skills, such as demonstrations or workshops could be a beneficial.

As many positive relationships could be derived from length of participation, something should be implemented to encourage 4-H members to continue the program year after

year. Perhaps scholarships instead of prize money could be awarded at shows to encourage members to stay in the program for longer periods of time.

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APPENDICES

APPENDIX A

P.O. Box 25
(First Mailing)
Watertown, Tennessee

37184

Dear X:

The Livestock program in Wilson County, Tennessee is one of the largest and most awarded programs of its kind in the state. Four-H members and leaders like yourself are one of the major reasons for the program's great success. I am currently attempting to gather information regarding the perceived benefits of participation in this livestock program from former participants such as you. As part of the study, I would like you to take the few minutes necessary to provide the information I'm requesting on the attached questionnaire.

Please answer each question that pertains to you and return the questionnaire by February 20th in the self-addressed stamped envelope. Of course your participation in this study is completely voluntary. However I would greatly appreciate your response in order to make sure our assessment of the program accurately represents those who participated in it.

Due to the limited number of former 4-H members that have participated in this program, it is essential that I have as many people return the completed questionnaires as possible. Because of this, you will note a code number in the upper right corner of the survey. This is only being used to follow-up non-respondents to assure that they received this mailing. I assure you that your individual responses to the questionnaire will remain strictly confidential and your name will never be linked to the responses you provided. All data will be reported in aggregate or group form only.

Again, I appreciate your time and support. Any information obtained through this study will be used in an attempt to improve the program for future participants.

Sincerely

Mitchell Beaty
Wilson County 4-H Agent

(Second Mailing)
P.O. Box 25 Watertown, Tennessee

37184

Dear X:

Recently I sent you a questionnaire concerning your experiences in the livestock project here in Wilson County. As of the date of this letter I had not received your response.

I know that this is an extremely busy time of the year to be competing with your time. However it is very important that I receive as many completed surveys as possible, due to the limited number of former exhibitors available. Please complete the enclosed questionnaire and mail back to me by February 20th.

If you find that this survey asks questionnaire that are too personal or that it was sent to you by mistake, please mail back the UNCOMPLETED questionnaire in the envelope provided and indicate the reason. This will allow me to take your name off the list and not contact you again.

If you have already mailed in your response please disregard this letter. Again I thank you for your time and attention in this matter.

Sincerely

Mitchell Beaty
Wilson County 4-H Agent

Please choose the one best answer unless otherwise noted.

1. Were you reared on a farm?

___ a. Yes
___ b. No

2. Which kind of livestock did you exhibit? (Check as many as apply)

___ a. Registered Beef Cattle	___ e. Horses
___ b. Market Steers	___ f. Dairy
___ c. Registered Sheep	___ g. Registered Swine
___ d. Market Lambs	___ h. Market Hogs

3. When did you exhibit? (Check as many as apply)

___ a. 1930's	___ e. 1970's
___ b. 1940's	___ f. 1980's
___ c. 1950's	___ g. 1990's
___ d. 1960's	

4. How many years were you a 4-H member?

___ a. Never	___ d. Five Through Seven Years
___ b. Fewer Than Two Years	___ e. Eight Years and Over
___ c. Two Through Four Years	

5. How many years were you an FFA member?

___ a. Never	___ d. Three Years
___ b. One Year	___ e. Four Years or More
___ c. Two Years	

6. How many years did you show livestock?

___ a. Fewer Than Two Years	___ c. Five Through Seven Years
___ b. Two Through Four Years	___ d. Eight Years and Over

7. Are you a male or female?

___ a. Female
___ b. Male

8. How old are you?

___ Years Old

9. On a scale of 1 to 5 (1 being no effect and 5 being a great effect), how much effect do you feel that your experiences in the Livestock Project had on you deciding to continue your education? (Continue does not necessarily mean to college, it may mean to stay in high school, etc.) Circle an appropriate response.

No Effect			Great Effect	
1	2	3	4	5

10. What was the highest level of education you completed?

- | | |
|--|---|
| ☐ a. 8th Grade or Less | ☐ e. College Graduate |
| ☐ b. Some High School | ☐ f. Post Graduate Work |
| ☐ c. High School Graduate | ☐ g. Other (Specify) _____ |
| ☐ d. Some College | |

If you did NOT attend college, GO ON TO QUESTION 14.

11. If you attended college, to what degree do you feel that your experiences in the Livestock Project had an effect on your choice of main area(s) of study in college? Circle one.

No Effect			Great Effect	
1	2	3	4	5

12. If you attended college, to what degree did your experience in the Livestock Project have an effect on your knowledge of possible areas of study?

No Effect			Great Effect	
1	2	3	4	5

13. If you attended college, please indicate the main area(s) of emphasis that you studied in college. (Check as many as apply.)

- | | |
|---|---|
| ☐ a. Agriculture | ☐ k. Home Economics |
| ☐ b. Architecture | ☐ l. Law |
| ☐ c. Biological Sciences | ☐ m. Liberal Arts |
| ☐ d. Business | ☐ n. Mathematics |
| ☐ e. Communications | ☐ o. Physical Education |
| ☐ f. Computer Science | ☐ p. Psychology |
| ☐ g. Education | ☐ q. Public Relations |
| ☐ h. Engineering | ☐ r. Social Sciences |
| ☐ i. Foreign Languages | ☐ s. Theology |
| ☐ j. Health Related | ☐ t. Other (Specify) _____ |

14. Please indicate your degree of involvement in any of the following organizations that you may have worked with as a volunteer. (Circle a response for each organization with 1 being not involved at all and 5 being greatly involved.)

	Not Involved			Greatly Involved	
	1	2	3	4	5
a. Church	1	2	3	4	5
b. Civic Club	1	2	3	4	5
c. 4-H	1	2	3	4	5
d. FFA	1	2	3	4	5
e. Other Youth Groups*	1	2	3	4	5
f. Health Related**	1	2	3	4	5
g. Other (Specify)	1	2	3	4	5

15. Please indicate to what degree you feel your experiences in the Livestock Project aided you in developing the following skills. (Circle a response for each skill with 1 being no help at all and 5 being greatly helped.)

	No Help			Greatly Helped	
	1	2	3	4	5
a. Leadership	1	2	3	4	5
b. To Work With People	1	2	3	4	5
c. Responsibility	1	2	3	4	5
d. Ability to Communicate	1	2	3	4	5
e. Time Management	1	2	3	4	5
f. Record Keeping	1	2	3	4	5
g. Confidence	1	2	3	4	5
h. Other (Specify)	1	2	3	4	5

16. To what degree do you feel these skills had an effect on your ability to acquire a job?

No Effect			Great Effect	
1	2	3	4	5

17. What is your current career? (If retired, please list career retired from)

18. List any other significant occupations:

* (Little League, Scouts, Dare, Big Brother, etc.)

** (American Cancer Society, Red Cross, etc.)

19. Have you at any time worked in an agriculturally related field?

___ a. Yes
___ b. No

20. To what degree do you feel that your experiences in the Livestock Project had an effect on your choice of a career or occupation?

No Effect			Great Effect	
1	2	3	4	5

21. To what degree do you feel that your experiences in the Livestock Project had an effect on your knowledge of possible career opportunities?

No Effect			Great Effect	
1	2	3	4	5

22. Please indicate any changes in the Livestock Program which could benefit any present or future participants.

23. Please feel free to relate any additional information you would like to share with us regarding your experiences while participating in this program.

THANK YOU!

Please enclose in attached envelope and mail by **January 23, 1993.**

APPENDIX B

OCCUPATIONS OF THE RESPONDENTS

For purposes of data analysis, the respondents' occupations were divided into 9 categories. These occupations were: agricultural professional, agricultural production, agricultural non-professional, non-agricultural professional, non-agricultural non-professional, homemaker, home economics professional, teacher, and student. These categories were then placed in either agriculturally related or non-agriculturally related fields to determine percentage of respondents involved in these areas.

The following is a list of the 78 different occupations which were indicated by the respondents:

accountant	factory worker
aerospace engineer	Farm Credit Services
agricultural extension agent	farm implement dealer
agricultural salesman	farm manager
Army National Guard	farmer
baker	farmer, beef cattle
banking	farmer, dairy cattle
banking, branch manager	farmer, horses
cashier	farmer, swine
cattle fitter	farmer, tobacco
civil engineer	feed truck driver
clerk	feedlot nutritionist
college agriculture instructor	garden center, owner
college department head	home economist
college professor	home economics teacher
construction worker	homemaker
consultant, agriculture	horse trader
county commissioner	industrial engineer
dairy processing	insurance adjuster
emergency medical technician	landscape manager
engineer, city fire department	law student

lawyer	secretary
librarian	specialist 4-H
lineman for electric company	soil conservationist
livestock dealer	speech therapist
livestock grader	student
livestock relocation specialist	surveyor
livestock specialist	teacher
manager farm supply store	telecommunications
mechanic	tobacco warehouse manager
men's clothing store, owner	truck driver
naval officer	veterinarian
office manager	veterinarian technician
operations manager	vocational agriculture
postal worker	warehouse manager
real estate agent	water management
real estate appraiser	welder
retail management	wildlife officer
retired military	youth service officer.

Many of the respondents indicated farming as either their current career or as a part-time occupation. Home economics, not to be confused with homemaker, was not mentioned in the text as a current career, but several of the respondents listed it as a former or part-time occupation.

APPENDIX C

SUGGESTED PROGRAM IMPROVEMENTS BY RESPONDENTS

The respondents were asked to indicate any changes in the Livestock Program which could benefit any present or future participants. The following is a collection of those ideas.

Several respondents indicated the program needed monetary improvements:

"I would like to see better premium money to encourage more 4-H'ers to get involved."

"More premium money if possible, it was hard at times to participate because of the money."

"More prize \$!"

A few of the respondents seemed to feel the program and its administrators had slighted them:

"I was not always helped by the 4-H leaders when I started showing my registered Holsteins, so I would like to see the leaders get involved with every aspect of livestock showing, not just the ones with the most exhibitors."

"Having been associated with the sheep part of the livestock program, I always felt that it did not get as much credit as the cattle and hogs."

"Get other sponsors and participants other than the University of Tennessee's judges, sponsors, and etc."

Several respondents indicated that the program was either unfair, or placed too much emphasis on winning:

"I think it would be helpful to ban any groomers except

the child showing the animal. Exclude any types of adhesive, etc. - actually show the animal without make-up. Also eliminate politics - give every child an honest chance regardless of sex, race, and what board of directors they might have a relative on."

"I think changes are needed in making the market steers and market lamb shows fairer."

"Teach new exhibitors the need for truth when exhibiting. If you can't earn your winnings fairly, you don't need to be 4-H and FFA. The clubs' purpose is to truly teach young people good values."

"Too much emphasis is placed on winning. Not enough emphasis is placed on record keeping or raising the animals for profit. More emphasis needs to be placed on kids whose parents are on the lower end of the economical or social ladder."

Finally, several respondents related constructive ideas concerning the project:

"It is important that students involved with the livestock project not only get the showing experience, but more importantly get exposed to the practical parts of livestock agriculture (such as: nutrition, genetics, record keeping, performance testing, industry jobs that are available to them in the future, etc.)."

"Instead of prize money, try scholarships."

"Possibility of volunteer farmers for those who may wish to participate but do not live on a farm."

"Stress to people with very small amounts of land that they also can be in 4-H and participate in smaller animal projects like sheep. Many people still say to me our kids can't be in 4-H because we don't live on a farm."

"Have sessions to help out new kids that do not know how to groom and prepare their animals."

"Perhaps more emphasis on the quality of the product."

For example, the result of bruises and improper injection (quality assurance program)."

All of the comments for the most part fell into one of the preceding categories. The researcher was very appreciative of the honest input which was provided in this section.

APPENDIX D

PERSONAL EXPERIENCES OF THE RESPONDENTS

The respondents were asked to relate any additional information regarding their experiences while participating in the program. The following is a group of selected answers to this question:

"It made me and my dad close because it was something we worked on and did together, that was quite satisfying and brought me a lot of joy."

"In 1936 I placed 17th in a steer show, I was encouraged by my family to keep on and that spirit has carried on even in my adult years."

"This was a tremendous experience for me when I was growing up. It not only developed me as an individual but presented our family with the opportunity to work closer with each other and become a closer-knit family"

"This program is great for kids to develop confidence 'whether winners or losers.' It creates an atmosphere of competition that they will carry throughout life as they develop professions and careers."

"I owe a lot of my success in life to Jim Ward, my former 4-H agent, who remained a good friend of mine until his death."

"The responsibility and amount of time consumed helped me when I began taking college classes. I had to manage my time effectively in order to complete all the responsibilities that were upon me."

"The greatest lessons I learned in the 4-H livestock projects were responsibility, record keeping, and time management. It also instilled in me a lifelong love of livestock which I still participate in as a part-time cattle farmer."

"Four-H and its opportunities was a great influence on my life. I loved it as a child and enjoy seeing young people involved in it today."

Again the researcher appreciates the honest input of the respondents in this section.

VITA

Mitchell Clark Beaty was born on September 21, 1963 to William Richard Beaty and Nell Moon Beaty of Livingston, Overton County, Tennessee. He attended Cumberland County High School in Crossville, Tennessee, where he lettered in football and baseball. He was also a member of 4-H, where he exhibited livestock and served as the district all-star president. He graduated from Cumberland County High School in June 1981.

He entered the University of Tennessee, Knoxville in the fall of 1981, where he chose a major in Animal Science. In 1984 he served on the Livestock Judging team coached by Professor E.R. "Prof" Lidvall. He received a Bachelor of Science Degree in Agriculture in June, 1985 with a major in Animal Science and a minor in Plant and Soil Science.

He was employed by the Agricultural Extension Service in October, 1985, as an Assistant Extension Agent with 4-H Agriculture responsibilities, in Wilson County, Tennessee. In January, 1988 he enrolled in Extension Winter School at the University of Tennessee, Knoxville, working under the supervision of Dr. Randol G. Waters.

He married Angela Benson on June 15, 1985, they were blessed with a daughter Morgan Nicole on November 20, 1990.